



# Health Science Learning Exchange

Strategic Plan  
2013-2015





# Health Science Learning Exchange 2015

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## Introduction

HSLE 2015 is our learning exchange's plan for achieving numerous core function opportunities for students across the state of Illinois as a part of the Illinois Pathways Initiative. HSLE 2015 is about guiding the membership of the HSLE to focus its efforts on nine core functions that align support mechanisms and educational experiences designed to enhance and grow students' interest and successful retention in these respective workforces.

This ambitious work is but one pillar in the initiative to harness the collective efforts and resources of many public and private partners across the state to guide and support students through the health science pathways. HSLE 2015 along with other learning exchanges plans are guiding the work of the Illinois Shared Learning Environment that will put a focus on the expansive pathways process and supporting resources brought to bear on the state's student population and will strengthen our abilities to address our future workforce needs more effectively.

HSLE 2015 is about providing our Illinois students with the very best supplemental and experiential education opportunities and providing our educational partners with the necessary support mechanisms to better inform and align the educational pathway that has been informed by both the academy and private industry.

I invite you to review the following document with the understanding that this is only a guide to our work. It is a living document that will shift with opportunities that will arise as the HSLE membership continues its good work. I also invite you to learn about the various opportunities where your organizations might engage with the HSLE and further our efforts in reaching the state's 2025 health science workforce needs.

Sincerely,

Bruce C. Neimeyer, Ph.D.  
Associate Vice Chancellor for Special Programs  
University of Illinois at Chicago

## Table of Contents

<b>INTRODUCTION</b>	<b>2</b>
<b>TABLE OF CONTENTS</b>	<b>3</b>
<b>BACKGROUND</b>	<b>4</b>
<b>ANALYSIS OF EXTERNAL ENVIRONMENT</b>	<b>4</b>
<b>VISION</b>	<b>9</b>
<b>EVOLUTION OF THE HSLE TO DATE</b>	<b>9</b>
<b>KEY SUPPORTERS AND FUNDERS</b>	<b>10</b>
<b>ANALYSIS AND STRATEGIC AIMS</b>	<b>13</b>
<b>ACHIEVEMENTS TO DATE</b>	<b>14</b>
<b>PROMOTION</b>	<b>15</b>
<b>SUSTAINABILITY AND FUNDING</b>	<b>15</b>
<b>STRATEGIC PLANNING</b>	<b>15</b>
<b>CORE FUNCTION STRATEGIES AND THEIR IMPLICATIONS</b>	<b>16</b>
<b>SPEAKERS BUREAU</b>	<b>16</b>
<b>STUDENT CHALLENGES/FACULTY MENTORSHIP/ACCESS TO EQUIPMENT AND LAB</b>	<b>17</b>
<b>OUT-OF-THE-BOX CURRICULUM AND LESSON PLANS</b>	<b>18</b>
<b>BUDGET</b>	<b>19</b>
<b>APPENDIX A: HSLE STEERING COMMITTEE AND CORE FUNCTION WORKING GROUP GOALS AND TACTICS</b>	<b>22</b>
<b>APPENDIX B: ANTICIPATED TIMELINE FOR HSLE CORE FUNCTION DELIVERABLES</b>	<b>34</b>

## Background

Illinois Pathways, funded through Race to the Top, is a new and innovative State of Illinois-led STEM education initiative designed to support college and career readiness for all students. Through partnership between the State of Illinois' education and economic development agencies, Illinois Pathways is intended to support local programs that empower students to explore their academic and career interests. It is also creating new statewide, public-private partnerships known as Learning Exchanges that better coordinate investments, resources and planning for those programs.

STEM Learning Exchanges are a new, innovative public-private education partnership that are organized to support local implementation of P-20 STEM Programs of Study by coordinating and reducing the transaction cost among statewide networks of education partners, businesses, industry associations, labor organizations, and other organizations. Learning Exchanges are organized by career cluster and work to coordinate planning and investment, aggregate resources, and review talent supply-chain performance.

Learning Exchanges provide a new infrastructure by voluntary association that help coordinate investments at a statewide level to better connect and serve local programs in a similar career cluster while also tracking local and statewide performance. Each sector-based Learning Exchange is governed by a consortia of education, business, and community partners with a specific entity serving as a fiscal agent to receive public investment. Learning Exchanges are required to have a state designation, but they operate as independent, voluntary public-private networks. In order to fulfill their role in the overall Illinois Pathway Initiative, Learning Exchanges are required to submit a state-approved strategic plan. This document will serve as the Health Science Learning Exchanges formal submission of this plan.

## Analysis of External Environment

As a part of the HSLE exploration and deliberations as to where our impact and efforts could be best placed, several career outlook sources were considered. They are the following:

### **Occupational Outlook Handbook (OOH)**

The Occupational Outlook Handbook is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes what workers do on the job, working conditions the training and education needed, earnings, and expected job prospects in a wide range of occupations.

### **LifeWorks: Explore Health and Medical Science Careers**

<http://science.education.nih.gov/LifeWorks> LifeWorks TM is an interactive career exploration web site for middle and high school students. Users can browse for information on more than 100 medical science and health careers by title, education required, interest area, or median salary.

#### [ExploreHealthCareers.org](http://www.explorehealthcareers.org)

<http://www.explorehealthcareers.org> This free, multi-disciplinary, interactive health careers website [is] designed to address workforce shortages in the health professions. [It] gives students a free, reliable, and comprehensive source of accurate, up-to-date information about the health professions. This includes information on and links to health-related education/training programs, financial aid resources, specialized learning opportunities, and current issues in health care including lack of enough minority healthcare workers and the needs of medically underserved communities.

#### [Career Voyages: Health Care](http://www.careervoyages.gov/healthcare-main.cfm)

<http://www.careervoyages.gov/healthcare-main.cfm> This website is the result of collaboration between the U.S. Department of Labor and the U.S. Department of Education. It is designed to provide information on high growth, in-demand occupations along with the skills and education needed to attain those jobs.

#### [O\\*NET OnLine \(Occupational Information Network\)](http://online.onetcenter.org)

<http://online.onetcenter.org> O\*NET, the Occupational Information Network, serves as the nation's primary source of occupational information, providing comprehensive information on key attributes and characteristics of workers and occupations.

#### [Metropolitan Chicago Healthcare Council's Health Careers Guide](http://www.mchc.com/eweb/DynamicPage.aspx?WebCode=hcg_m-p&Site=mchc)

[http://www.mchc.com/eweb/DynamicPage.aspx?WebCode=hcg\\_m-p&Site=mchc](http://www.mchc.com/eweb/DynamicPage.aspx?WebCode=hcg_m-p&Site=mchc) This guide is a road map to those careers, providing valuable information on the educational requirements and skills needed for positions in nearly every health care profession - from patient care to technology to business. [It] allows you to search job descriptions for hundreds of health careers in nursing, allied health, business, and medicine [including] information on educational programs, financial aid, and more.

#### [CIS Horizons](http://ilcis.intocareers.org/default.aspx)

<http://ilcis.intocareers.org/default.aspx> Find information about hundreds of occupations; locate colleges and financial aid by characteristics; and take excellent *Interest*, *Values*, and *Skills* assessment inventories.

The specific occupations that the HSLE will serve are listed on the following website:

[http://www.illinoisworknet.com/vos\\_portal/Industry/en/Home/healthcare/?jobId=8&defView=wages](http://www.illinoisworknet.com/vos_portal/Industry/en/Home/healthcare/?jobId=8&defView=wages). This site also enabled us to focus on those careers that are “in-demand” in the state of Illinois.

The committees focused their attention on specific career pathways as designated by the Illinois Pathways Initiative. They were:

- Therapeutic Services
- Diagnostic Services
- Health Information
- Support Services
- Biotechnology Research and Development

We also determined from the U.S. Bureau of Labor Statistics that the top 10 careers with the highest expected growth between 2010 and 2020 fall within the health sciences (See Table 1). The following listing shows these careers. [<http://data.bls.gov/oep/noeted>.] Additional data on these career projections can be found at: <ftp://ftp.bls.gov/pub/special.requests/ep/ind-occ.matrix/>.

A listing of all health science careers and their future job growth were considered as well and can be found here: <http://www.bls.gov/ooh/healthcare/home.htm>.

Our process and conversations were also informed by the Data Summary Self-Assessment Tool for the Health Sciences outcomes that was conducted by the Office of Community College Research and Leadership (OCCRL) in February, 2013 to understand the RTTT School Districts with the most interest in the Health Science LE and to better understand their greatest support needs.

**Table 1.**Top 20 Occupations with Highest Percent Change Employment/Jobs between 2010 and 2020 in the United States

Occupations	Employment in thousands		Employment change, 2010-2020		Percent self-employed, 2010	Job openings due to growth and replacement needs, 2010-2020 (in thousands)	2010 median annual wage (in dollars)
Title	2010	2020	Number (in 1000s)	%			
Personal Care Aides	861.0	1,468.0	607.0	70.5	7.4	675.2	19,640
Home Health Aides	1,017.7	1,723.9	706.3	69.4	1.9	837.5	20,560
Biomedical Engineers	15.7	25.4	9.7	61.7	n/a	13.1	81,540
Helpers-Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	29.4	47.0	17.6	60.1	1.8	25.4	27,780
Helpers-Carpenters	46.5	72.4	25.9	55.7	1.7	38.2	25,760
Veterinary Technologists and Technicians	80.2	121.9	41.7	52.0	0.2	55.7	29,710
Reinforcing Iron and Rebar Workers	19.1	28.4	9.3	48.6	n/a	13.2	38,430
Physical Therapist Assistants	67.4	98.2	30.8	45.7	n/a	41.2	49,690
Helpers-Pipelayers, Plumbers, Pipefitters, and Steamfitters	57.9	84.2	26.3	45.4	1.7	41.7	26,740
Meeting, Convention, and Event Planners	71.6	102.9	31.3	43.7	9.2	45.0	45,260

**Table 1.** Continued.

Occupation		Employment (in thousands)		Employment change, 2010-2020	% self- employed, 2010	Job openings due to growth and replacement needs, 2010-2020 (in thousands)	2010 median annual wage (in dollars)
Title	2010	2020	# (in thousan ds)	Percent			
Diagnostic Medical Sonographers	53.7	77.1	23.4	43.5	0.2	31.7	64,380
Occupational Therapy Assistants	28.5	40.8	12.3	43.3	0.9	16.8	51,010
Physical Therapist Aides	47.0	67.3	20.3	43.1	n/a	27.6	23,680
Glaziers	41.9	59.6	17.7	42.4	4.8	33.4	36,640
Interpreters and Translators	58.4	83.1	24.6	42.2	22.9	40.3	43,300
Medical Secretaries	508.7	718.9	210.2	41.3	1.2	278.4	30,530
Market Research Analysts and Marketing Specialists	282.7	399.3	116.6	41.2	5.4	191.8	60,570
Marriage and Family Therapists	36.0	50.8	14.8	41.2	6.7	22.6	45,720
Brickmasons and Blockmasons	89.2	125.3	36.1	40.5	28.6	54.5	46,930
Physical Therapists	198.6	276.0	77.4	39.0	7.5	100.6	76,310



## Vision

Our vision is guided by the Illinois Pathways Initiative work that states: As Illinois' economy continues to recover it is critically important to understand how our economy is both growing and changing. More importantly, we need to make sure our education system is supporting students in developing the skills and knowledge that will ensure they are competitive in a 21st century economy. We know that the majority of job opportunities in the future will require some level of college education or training. As part of this effort the State of Illinois' P-20 Council has established a goal to increase the proportion of Illinoisans with high-quality degrees and credentials from 44 percent to 60 percent by the year 2025. Illinois Pathways proposes a new and innovative approach to increasing credential attainment by supporting two strategies:

1. Better support for local schools, postsecondary institutions, and programs to enable learners to explore their academic and career interests in STEM fields; and
2. Improve coordination of public and private investment, including business and industry, in supporting the development of a workforce that can be competitive in tomorrow's economy.

## Evolution of the HSLE to Date

In February 2012, Illinois Pathways supported the launch of new and innovative public-private partnerships known as STEM Learning Exchanges. During the course of the year, non-profit organizations submitted bids to become the Lead Entity for each of the respective learning exchanges.

Although initially lead by the Metropolitan Chicago Healthcare Council (MCHC), UIC ultimately coordinated and submitted the formal bid for the Health Science Learning Exchange to coordinate a statewide network of businesses, employer associations, education partners, and other stakeholders. UIC was awarded the contract by ISBE in late December of 2012 to lead this initiative for the next three years and potentially for two additional years. The grant funding to support these efforts is on average \$150,000 per year; however, one of the HSLE goals is to create a self-sustaining process in place during the course of the next six months as a part of the sustainability report and plan required of each Learning Exchange.

Between December 2012 and February 2013, UIC organized the infrastructure, staffing, and budgetary mechanisms to support the grant and to receive the funding from the state to begin our work.

In February 2013, according to our bid, UIC orchestrated weekly meetings with the Core Functions Working Groups (CFWG) that concluded the third week of April 2013. A website ([www.ILHSLE.weebly.com](http://www.ILHSLE.weebly.com)) was also created to guide and facilitate our work and sharing of project development. Although we initially began the process with a Steering Committee and five CFWGs that corresponded with the nine core functions described in the RFSP, we consolidated ourselves to a Steering Committee and three CFWGs as it was clear from our discussions that the activities where our high school partners and our membership were

focusing their attention had natural overlap and synergy that allowed us to combine our groups to prioritize the nine functions with the needs of the high schools around the state.

At the conclusion of our meetings we had determined our focus for each of the nine core functions and supportive programming that the HSLE membership could engage in that would support the students and high schools across the state. The outcomes of those discussions and our prioritized work over the next two and a half years the purpose of this report and attached to this formal report.

In addition to our meeting and resulting work prioritization, the group was also able to acquire an additional 31 members between December and as of the writing of this report. As one of our requirements, we have attempted to focus our efforts on expanding the group within the areas where we have little or no representation as well as concern ourselves with geographical regions for similar concerns.

## Key Supporters and Funders

The following listing represents the current membership of the Health Science Learning Exchange:

### Lead Entity Staff

<b>Bruce Neimeyer</b>	Associate Vice Chancellor - UIC
<b>Jason Waak</b>	UIC- HSLE Grant Director
<b>Karin Opacich</b>	UIC - School of Public Health / HSLE Assessment Coordinator

### Employers

<b>Donna Whalley</b>	Northwestern Memorial Hospital
<b>Mary Schopp</b>	Rush Medical Center
<b>Kathy Lively</b>	Southern Illinois Collaborative

### Industry Associations

<b>Fred Lenhoff</b>	MA Health Professions Network (HPN)
<b>Linda Roberts</b>	Illinois Center for Nursing
<b>Carmen Hovanec</b>	Illinois Center for Nursing Advisory Board
<b>Mary Lebold</b>	Illinois Center for Nursing Advisory Board and the Executive Director of the Chicago Bilingual Nurse Consortium
<b>Dennis Reilly</b>	President/CEO MCHC
<b>Susan Bergner</b>	Grants Development/Compliance Officer MCHC

### Professional Associations

<b>Maureen Shekleton</b>	Illinois Nurses Foundation President and Advisory BOD Member of the Illinois Center for Nursing
<b>Susan Swart</b>	ANA - Illinois

### Secondary Education Institutions and Administrations

<b>Gayle Banakis</b>	Northwest Educational Council for Student Success (NECSS)
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<b>Anne Pilgrim</b>	High School Counselor - Eastland CUSD 308
<b>Patty Burke</b>	Asst. Superintendent for Curriculum and Instruction - Freeport SD 145
<b>Monica Burkholder</b>	Principal - Eastland CUSD 308
<b>David Carson</b>	Director of College and Career Readiness - Rockford Public Schools District 205
<b>Brenda Darden</b>	
<b>Wilkerson</b>	Information Technology Program Manager
<b>Carlos DeJesús</b>	Assistant Principal, PACHS [Pedro Albizu Campos Puerto Rican High School]
<b>Gregg Dolan</b>	Teacher - Morrison CUSD 6
<b>Tom Eder</b>	Director of Secondary Education - McLean CUSD 5
<b>Cynthia Garcia</b>	Executive Director: Northwest Educational Council for Student Success
<b>Mike Glover</b>	Bio-Medical Instructor
<b>Tressie McDonough</b>	UIC College Prep
<b>Cindy Helmers</b>	Assistant Superintendent SD 87 Bloomington
<b>Jeff Jerdee</b>	Director Grants, Education to Career, Technology Education, Twp HS District 214
<b>Delisa Johnson</b>	Partnership Development Liaison, Office of Career and Technical Education, Chicago Public Schools
<b>Dr. LaToy Kennedy</b>	Chief Curriculum & Instructional Officer
<b>Yvonne Lavin</b>	Science Teacher (Chem) / Distr Curriculum Advisory Council Member
<b>Lazaro Lopez</b>	Wheeling High School
<b>Sue McGown</b>	Executive Director - Secondary Curriculum SD 189 E. St. Louis
<b>Jen Newwendyke</b>	Director of Career TEC
<b>Otis Price</b>	Director of Career Development, Twp HS District 211
<b>Regine Rucker</b>	Program Coordinator- Health Sciences, Human Services, and Education and Training - CPS
<b>Juan Salgado</b>	Instituto del Progreso Latino Chicago Health Sciences Academy
<b>Amy Sanders</b>	Asst. Superintendant - Marion CUSD 2
<b>Adrienne Scherenzel-Curry</b>	Chicago Public Schools - Early College and Career Education
<b>Fareeda Shabazz</b>	Principal Crane Health Science High School - CPS
<b>Steve Smith</b>	Principal - Marion HS Marion CUSD 2
<b>Veenu Verma</b>	Director, Early College and Career Education - Chicago Public Schools

### **Community Colleges**

<b>Marjorie Kozlowski</b>	Harper College
<b>Sally Griffith</b>	Harper College
<b>Teri Saxton</b>	Heartland Community College
<b>Anthony Munroe</b>	President, Malcolm X City College
<b>Ebbin Dotson</b>	Faculty, Malcolm X City College
<b>Mike Davis</b>	Associate Vice Chancellor for STEM, City Colleges
<b>Briana J. Jegier</b>	Director of Curriculum Development, Health Professional Pathways (H2P)

### **Public and Private Universities**

<b>Scott Ishman</b>	Southern Illinois University - Carbondale
<b>Jon Miller</b>	NIU - College of Liberal Arts and Sciences
<b>Sally Conklin</b>	NIU - College of Health and Human Sciences
<b>Carol Mitchener</b>	UIC - School of Education
<b>Vicki Weidenbacher-Hoper</b>	UIC- Rockford National Center for Rural Health Professions
<b>DJ Wells</b>	UIC - Urban Health Program
<b>Cordelia Maloney</b>	UIC - Continuing Education
<b>Marilyn Bellert</b>	NIU - Associate Director, Center for P-20 Engagement
<b>Mark Kelly</b>	Western Illinois University Chair for Department of Health Sciences
<b>Ronald Williams</b>	Western Illinois University
<b>Sterling Saddler</b>	Western Illinois University
<b>Demetra John</b>	UIC- Physical Therapy
<b>Charese Jackson</b>	UIC - Nursing
<b>Henrik Aratyn</b>	UIC - Liberal Arts and Sciences
<b>Stacie Williams</b>	UIC - Honors College
<b>Kathryn Carpenter</b>	UIC - University Libraries
<b>Darryl Pendleton</b>	UIC - College of Dentistry
<b>George Uslenghi</b>	UIC - College of Engineering
<b>Aixa Alfonso</b>	UIC - Graduate College
<b>Karin Opacich</b>	UIC - School of Public Health
<b>Karen Peters</b>	UIC- School of Public Health
<b>Arlin Ospina</b>	UIC - College of Medicine
<b>Jim Lynn</b>	UIC - Office of High School Development
<b>Christopher Mitchell</b>	UIC - School of Social Work
<b>Vickie Keough</b>	Loyola University – School of Nursing
<b>Mary Ellen Schopp</b>	Rush University Medical Center
<b>Daniel Block</b>	Professor, Geography/Director of Neighborhood Assistance Center; Chicago State University
<b>Desla Mancilla</b>	Resurrection University
<b>Kathryn Handfelt</b>	UIC - School of Continuing Studies

### **Student Organizations**

#### **UIC Urban Health Program Pre-Health Student Organization**

### **State Education and Economic Development Agencies**

<b>Jeff Mays</b>	Illinois Business Roundtable
<b>Annie Brooks</b>	Illinois State Board of Education
<b>Kristy Morelock</b>	Associate Director for CTE Programs of Study Illinois Community College Board

### **STEM Education Researchers and Experts**

<b>Jim Lynn</b>	C-STEMEC (The Chicago STEM Education Consortium)
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### **Local Workforce Investment Boards**

<b>Joanna Greene</b>	CWIC
<b>Kelli Hill</b>	SElgrow

### **Museums**

<b>Andrea Ingram</b>	Museum of Science and Industry
<b>Sarah Wolfe</b>	Discovery Center Museum
<b>Patsy Benveniste</b>	Education and Community Programs/ Chicago Botanic Garden

### **Community-Based and Non-Profit Organizations**

<b>Orrin Williams</b>	Center for Urban Transformation
<b>Laurie Preece</b>	Alignment Rockford
<b>David Carson</b>	Director of College and Career Readiness
<b>Harry Rhodes</b>	Executive Director, Growing Home, Inc.
<b>Ann Reed</b>	iBIO INSTITUTE EDUCATE Center
<b>Karen Lindebrekke</b>	iBIO Institute EDUCATE Center

## **Analysis and Strategic Aims**

As required by the contract with ISBE our focus is on the nine core functions listed here:

- Provide e-learning curriculum resources, including on-line courses, assessments and feedback systems, reference materials, databases, and software tools.
- Expand access to classroom and laboratory space, equipment, and related educational resources necessary to support programs of study through regional partnerships and other strategies.
- Support student organizations and their major activities, including conferences, internships and professional networking experiences, competitions, and community projects that build leadership, communication and interpersonal skills and provide professional and peer support networks.
- Provide internships and other work-based learning opportunities that connect students with adult mentors.
- Sponsor challenges and project management resources for students to work in collaborative teams addressing real-world interdisciplinary problems.
- Provide professional development resources for teachers and school administrators integrated and aligned across middle school, high school, and community college instruction, including STEM externships, support for web-based networks, and integrated professional development for academic and CTE instructors.
- Provide career development and outreach resources to expand awareness of STEM-related programs and careers to K-12 students.
- Provide tools and resources to assist students and schools with implementing personalized education plans and transitions to post-secondary academic and training programs, including establishing course articulation and dual credit opportunities.
- Review performance of STEM Programs of Study through assessments and work with school partners to continuously improve performance.

During the course of our meetings, each Core Function Working Group held discussions about their respective potential deliverables. Considerations were based on current memberships resources, time limitations, existing external potential partners, needs expressed by the partner high schools, among others.

*Appendix B* shows each of the deliverables that have been identified and our anticipated start dates for these activities based on the before-mentioned considerations. Three initial deliverables that the HSLE will focus its attention on this year are discussed further in the following section.

## **Achievements to Date**

The following are our accomplishments to date in support of the HSLE:

### **Set-up of Infrastructure**

The HSLE funding and budgetary tracking in the University of Illinois at Chicago Banner Budgetary system has been instituted to ensure accurate accounting of the ISBE funds and future donations and support by the HSLE membership and funders.

A temporary project manager was hired for this HSLE as of Feb. 18, 2013 who will support the meetings and work of the CFWG's and the Steering Committee. A permanent part-time position has been posted, and interviewing for this position will begin soon, with an anticipated start date of July 1, 2013.

### **Membership and Resource Development**

Thirty-one additional members have been added to the HSLE membership since we have received funding for this project. As each member is brought into the group, we ask for their support in identifying resources from their respective group that would support the nine core functions and experiential learning opportunities for students. At UIC, we are conducting a department-by-department review of potential resources that will be added to HSLE as they are identified. Each member of the HSLE has been encouraged to do so as well.

We have discussed in our regular learning exchange lead entity meetings the possibility of holding regional "membership drives" and information sessions about the Learning Exchange effort across the state. These "meet-and-greet" format events would inform local communities regarding the Illinois Pathway Initiative and demonstrate how they can actively engage with each of the respective LE's. We will seek their participation and/or financial support for our work, where appropriate. We will begin coordination of these events across the state as a part of our strategic plan to build membership specifically in areas of the state where we have a lack of members and funding.

## Promotion

In an effort to promote the HSLE and what it can provide to partner schools, we have actively engaged in a number of meetings to promote awareness of our services and to recruit new members at the same time. The HSLE has been represented and/or presented at the following meetings:

**STEM Conference** – Stevenson High School  
**Pathways to Results Conference by OCCRL** – Springfield, IL  
**Aurora Kick Off** – Aurora, IL  
**Alignment Rockford Kick Off** – Rockford, IL  
**ICCB Dual Credit Meeting** – Chicago, IL  
**OCCRL Meeting in Urbana** – Urbana, IL  
**Pathways to Prosperity Conference** – Cambridge, MA

## Sustainability and Funding

With the impending need for a sustainability plan, we have continued to search for funding opportunities. Several meetings were held with Matthew Bruce of the Chicagoland Workforce Funding Alliance about their interest in supporting our work. In addition, early conversations have begun with DeVry University to support a number of the activities that the HSLE membership will focus on in the coming year in addition to their involvement and support for these efforts.

## Strategic Planning

In accordance to our plan submitted to ISBE, two meetings were held with the HSLE membership to finalize structure of the LE, review resources and discover where additional resources might be added.

A website has been created to assist with the following:

1. Track the working documents of the Steering Committee and CFVGs.
2. Detail the in-kind resource contributions of the membership.
3. Demonstrate the breadth of the membership according to the ISBE designated membership categories.
4. Provide a promotional landing point on the web to direct new potential members.
5. A location to share the memberships resources with partner high school as a temporary holding spot until ISLE is ready.

Beginning in March 2013 all Core Function Working Groups began meeting. The first kick-off meeting was held in person at UIC. In order to facilitate the schedules of such a diverse membership that spans the state of Illinois it was decided to meet virtually. Through the help of Southern Illinois University and its office working to create the Illinois Shared Learning Environment, we utilized its Adobe Connect system to facilitate all meetings.

During the process meeting and the development of our discussions, CFWG 1 and 3 were merged as were CFWG 2 and 5. This has resulted in 3 CFWGs and a Steering Committee.

Strategic Goals and supporting tactics were developed during the course of those meetings that supported the nine core functions. Each CFWG indicated their priorities for their goals and tactics. Each of these plans and projected start dates were submitted to the Steering Committee for consideration based on the recommendations of the CFWGs and the Lead Entity Staff. The Steering Committee then finalized the strategic plan deliverables.

## Core Function Strategies and Their Implications

At the conclusion of the CFWG meetings it was determined to prioritize the core functions tactics that were identified in these meetings. A complete listing of the goal and supporting tactics from each working group as well as the steering committee can be found in Appendix A. The prioritization of these activities, however, ensures significant progress on a subset of the activities rather than slow and small progress on all nine core functions. Appendix B provides the timeline for the work to begin addressing these strategies and their corresponding tactics during the course of the next few years. It should be noted that these projects and our projected timeline and execution are directly tied to ISBE and Illinois Pathways other work with the Pathways Resource Center, the Race to the Top school districts and the Illinois Shared Learning Environment. Our ability to deliver these outcomes and the ultimate configuration of these outcomes is directly tied to the work of these other partners. Therefore, this document accounts for the probable work and outcomes of the Health Science Learning Exchange. Alterations and developments coming out of the before-mentioned collective group will play a role as to the type and configuration of deliverables. However, there are three immediate projects that the HSLE has embarked upon and will continue to do so in the coming months. They are the following:

### Speakers Bureau<sup>1</sup>

CPS has begun the collection of a Speakers Bureau database for Health Sciences that we will utilize to incorporate into the ISLE.

HSLE will set up a process/survey by which we can collect the names of additional speakers for inclusion in the ISLE system and potential issues of access and technology needs of participating schools in order to avail themselves of these resources.

HSLE will look to identify the speakers bureau and informational videos that already exists so that our work is additive to the existing libraries.

Whenever possible, our goal will be to provide the necessary capabilities to record these speeches to capture and use with social media and other media sharing outlets. This will enable partner school districts to access a number of speakers when and where they are needed

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<sup>1</sup>More detailed information can be found in Appendix A under the Core Function Working Group #1: Student Organizations, Student Challenges and Project Management Tools.



without the issues of location or time spent to achieve this goal. It is also our intention to provide the platform for technology to enable speakers to be virtually live in the classroom. For example, the use of Adobe Connect or Skype would help to facilitate this type of virtual presence in the classroom. As mentioned previously, our survey will seek to identify any “access” needs of our partner school districts. We might not be able to assist with these issues but could use this as a means to identify resources from membership that could be recycled to those districts in most need.

Our intention to set this interaction apart from merely being a speech is to encourage more experiment based presentations and potentially virtual experiential learning opportunities offered by these field experts to students in the classroom. This idea will be further explored as we begin our work.

### **Student Challenges/Faculty Mentorship/Access to Equipment and Lab<sup>2</sup>**

A relationship has been established between the Illinois Junior Academy of Science (IJAS) and the Health Science Learning Exchange. For more than 100 years, the IJAS has provided a structure for students to present their student produced research projects at regional and statewide competitions. Therefore, the HSLE membership decided it was best to further support and bring our collective resources to enhance a long-standing organization with the infrastructure to satisfy this student challenge core function requirement that also will touch on faculty mentorship and access to equipment and lab core functions as well.

We have been able to identify specific points where the HSLE membership can best assist the IJAS. They are the following:

1. Enhanced and industry judged challenges/competitions: Rather than creating individual student challenges, this partnership will enable students to work creatively with their high school sponsor and another representative from the HSLE membership and to have their collaborative work judged both at a regional level and statewide level. Partnering with a long standing nationally recognized organization that already has proven a successful record in providing research challenge opportunities for students provides the HSLE the opportunity to strengthen an existing structure rather than attempting to recreate “the wheel.”
2. High School Faculty Mentorship: We will seek from the HSLE membership volunteers from either higher education or various private industry partners who are willing to serve alongside the high school teacher to assist their students with the respective research projects.
3. Access to Labs and Equipment: Through the HSLE Mentor, the high school students and their high school teachers might gain additional access to laboratories or facilities that might enhance their level of research and, therefore, improve their scientific research.

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<sup>2</sup>More detailed information can be found in Appendix A under the Core Function Working Group #1: Student Organizations, Student Challenges and Project Management Tools as well as Core Function Working Group #3: Assessment, Curriculum and Certification.

4. Access to qualified judges from employers: The HSLE membership and connections will seek to assist IJAS with providing qualified judges during their regional and statewide competitions.
5. Access to facilities: The HSLE will be instrumental in assisting IJAS with finding space as well as sponsorships for the regional and statewide competitions.

Additional support will be identified as we begin our work with IJAS this summer. For the 2013-2014 year, the HSLE will seek to pilot this partnership through the Aurora and Chicago Public Schools because of their active involvement in the planning process and capability to take advantage of this effort in the coming year. Should this partnership prove to be successful, we will look to incrementally expand this opportunity to additional high schools in coordination with and guidance from IJAS. RTTT schools that approach the HSLE for this assistance will be given priority.

### Out-of-the-Box Curriculum and Lesson Plans<sup>3</sup>

Through our participation at the Pathways to Results Conference participation in Springfield, IL, this spring, the HSLE members were able to consult with many high school representatives regarding their anticipated needs as they begin to implement these programs at their respective schools. In addition, the HSLE membership has met with Chicago Public Schools, Aurora, and Rockford regarding their plans and needs while implementing enhanced health science curriculum. These discussions made it clear that many schools still need very basic foundational support to offer an up-to-date curriculum that is informed by educators at the university level, as well as individuals from industry. With this consideration in mind, the HSLE has decided to explore offering Out-of-the-Box curriculum and lesson plans as a part of its attempt to address the core functions. Our plan is to select individual high schools that provide some of the best curricula but would like to evaluate and enhance their curricula. The HSLE will provide funding for a curriculum designer/manager to work with the respective schools to improve their existing curricula and lesson plans. In exchange for this support, the curricula and lesson plans will be shared through the ISLE for any school in Illinois to access and use. We will be giving priority to courses that are additive to the work of the PRC and the ISBE. The needs will be identified through the development and execution of a survey for the RTTT Schools and other interested districts around the state to inform where our priorities should be focused. Because it is understood that a good deal of work is being completed on curricula around the state, this specific task may take on a different focus or format as we delve deeper into it moving forward but it is critical that the LE give it our first attention as many of our other tasks will only be effective if this foundation piece is in place first.

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<sup>3</sup>More detailed information can be found in Appendix A under the Core Function Working Group #3: Assessment, Curriculum and Certification.

## Budget

As the strategic planning process has concluded, the HSLE membership can better define our budgetary expenses. Attached is a detailed budget for our initial three projects in the coming year as well as other supporting expenses accounted for in the initial RFSP submitted to ISBE at the onset of this project.

The members of the HSLE continue to be aware of the 20 percent BEP commitment and have attempted to use such vendors whenever possible. However, we have been very challenged to find qualified vendors that have taken the steps to be designated as BEP vendors by the state. In addition, the state site that identifies BEP vendors has not been useful in this regard. For example, many of the food service vendors on the BEP site are wholesale vendors. We have only been successful in identifying one BEP food service vendor in the Chicago area. We will continue to endeavor to seek our 20 percent utilization of these vendors, but we also caution ISBE that, in doing so because of the limited resources of qualified BEP vendors, it has the great potential to delay our work.

To date, we have used very little funds allocated to the LE by ISBE as we have been in our planning phase that was completed remotely and through the use of technology.

It should be noted that we project unused funds from this first fiscal year, but via this strategic plan we request the use of those funds to carry over to years two and three as we gear up to execute a number of projects.

### **Budget Narrative:**

Key and Other Personnel: As described in our RFSP there are three key personnel in our budget: The Director (50% in the first year, 25% in year 2 and 3), the assessment coordinator (20% effort each year) and the Grant Coordinator (50% effort).

Equipment: Although the personnel had existing equipment and space, we did need to purchase a laptop for use by the Grant Coordinator. However, we received donated space, furniture and phone by the Office of High School Development at UIC.

Travel: The travel accounts for the meetings and conference required of the Director for the HSLE in the first year. We have projected travel costs for the HSLE membership for meeting and visits to high school during years 2 and 3. We have allowed for two in-person meetings for all HSLE members and reimbursement for 50 miles of travel. We have estimated a lower amount for travel since many member organizations have given this as a donation to the exchange as well as their time.

Materials and Supplies: This item covers the general supplies necessary for the day to day operation of the office and to provide those materials to the staff working on the HSLE at UIC. We have also allocated funds in this category to supply the pilot IJAS regions with funding for materials and supplies at donated lab space in the coming year and encourage employers to participate in this pilot.

Publication costs: As described in the timeline in Appendix B, we are planning on printing promotional brochures for the HSLE to solicit more members and funding as well as to promote the exchange and what it can offer by way of support to be sent to high schools and distributed at our general meetings.

Consultant Services: We have proposed several activities that will require us to seek consultant services. The first would be a videographer to tap a number of the individuals for the speakers bureau and to house those videos on ISLE. We also plan to hire a curriculum writer to work on our out-of-the-box lesson plans and curriculum with our identified schools as well as the resources of the HSLE membership such as EDUCATE to adapt current lesson plans.

Food Services: We have allocated funds for lunches for the HSLE membership when we do host face-to-face meetings.

Website Development and Hosting: We have allocated funds to develop and maintain a web presence. We may not use this depending on how quickly the ISLE system develops but felt it important to have this available should it be necessary.

Other Items:

**Survey Research Laboratory services:** As explained in our working group documents in Appendix A we will enlist the services of the Survey Research Laboratory at UIC to conduct two surveys for us. One will determine the needs of the high schools for several of our projects and the other to assist with identifying speakers and mentors for the HSLE.

**Support for regional IJAS competitions:** We have allocated a small amount of funds to support the needs of the pilot regional competitions of IJAS

**Postage:** This reflects the postage amount necessary to mail out the promotional materials for HSLE and invitations to various events that we need to host.

**Display Banner for HSLE:** We intend to purchase a standing promotional banner to give a presence for the HSLE at meeting and events we have been asked to attend.

**Events:** We have allocated funds to host events to promote membership and funding for the HSLE.

**Adobe Connect License:** We will be purchasing our own site license for the HSLE for Adobe connect. We have been using S. IL Universities license for our planning stage that has allowed us to function better from remote locations and will enable us to use this to facilitate some of our other projects outlined in Appendix A.

Over/Under Explanation:

As mentioned previously, our work on the HSLE only began in January of 2013. As such, our first six months has been centered on working with our partners to plan and listening to our RTTT School Districts about their needs so that our work might be accomplished in an informed and strategic way. Because our first year began six months into the first cycle of the anticipated first year, we did not arrive at the execution stage of the work detailed in the RSFP and therefore, have not engaged in the steps that would reflect spending of the dollars allocated to this contract. We now are in the position to do this but would respectfully request that ISBE roll

forward those unused funds in order for the HSLE to accomplish the tactics detailed in this strategic plan and/or variations of those plans as our good work evolves with our various partners over the next two years.

It should also be noted that our budget is over-budgeted for year 2 and 3 but we anticipate that donated dollars and potential grant dollars will supplement the exchange to cover those costs. We will not however, spend funds until funds are available and projects will be either reduced or eliminated to stay within our ISBE funds should that occur despite our good efforts to raise additional funds.

## Appendix A: HSLE Steering Committee and Core Function Working Group Goals and Tactics

### Steering Committee

#### **Goals/Objective 1: Secure funding to sustain the HSLE and its supported activities**

##### **Strategies for Goal 1:**

We will raise \$150,000 annually to supplement the contract funds obtained by IBHE's successful RTTT Department of Education grant each year or a total of \$450,000 over the next three years.

We will raise funds to support a full-time director position and other coordinating expenses for the Learning Exchange to sustain this program beyond the three-year grant funded period in support of our sustainability plan.

##### **Tactics for Goal 1:**

- 1.1 We will participate in the regional promotional meetings across the state of Illinois that will be coordinated by IPI and IBRT efforts.
- 1.2 We will work with the Chicagoland Workforce Funding Alliance to seek funding for projects specifically aimed at improving the workforce pipelines for the respective critical health science careers.
- 1.3 We will seek out other grant opportunities that align with the work we are conducting as a learning exchange. Possible sources will include but not limited to the Chicago Community Trust (Elizabeth Lee) and the Michael Reese Health Trust.
- 1.4 We will partner with the other Learning Exchanges and the IBRT to explore hiring a grant writer to assist us in obtaining additional funding.
- 1.5 We will conservatively invest funds that are not in use to grow the capital that we receive and increase our annual funding.

#### **Goal/Objective 2: Establish and maintain adequate structure and staffing for the HSLE to function.**

##### **Strategies for Goal 2:**

We will establish a governance structure by January 2013.

We will grow our membership where there is small or no representation in order to provide the best access to the resources available to students throughout their educational pathway.

We will ensure representation for all working groups so that the work can be accomplished and shared without over burdening our active volunteer members.

We will grow the staffing of the HSLE based on resources and activities of the LE.

**Tactics for Goal 2:**

- 2.1 In order to achieve objective 2.1 we will do the following:
  - UIC will assume the role as the Lead Entity and designated fiscal agent.
  - Establish a Steering Committee to guide and prioritize the work of the Core Function Working Groups (CFWG). Each CFWG will present a number of activities that might support their respective work areas.
  - These plans will be submitted to the Steering Committee who will incorporate them into the overall strategic plan and prioritize their implementation over the next three years.
  - All approved activities for the working groups will be executed and implemented by the CFWG.
- 2.2 In order for us to adequately supply the students with effective work experiential opportunities, we must expand our employer membership and specifically with those who can provide work and internship opportunities where there is a critical need for future employees.
- 2.3 We will review quarterly the membership of the CFWG's and seek active members from representative areas to serve on each committee.
- 2.4 We will assess biannually the staffing structure of the LE and, contingent on our resources, make staffing allocations to the Director of the HSLE to accommodate growth.
- 2.5 We will create a membership recruitment publication to grow our network and membership in the HSLE.
- 2.6 We will seek opportunities to speak to various constituents across the state about our work and how they might get involved or fund our efforts.

**Goal/Objective 3: Develop and begin implementation of a three-year strategic plan****Strategy for Goal 3:**

We will construct and submit our strategic plan by May 31<sup>st</sup>, 2013

**Tactics for Goal 3:**

- 3.1 We will hold weekly meetings between now and May 31 to complete this task.
- 3.2 The Steering Committee will request that each working group submit to the Steering Committee their plans for the next three years by April 15, 2013.
- 3.3 The Steering Committee will prioritize the overall plans for each of the working groups to reflect what can be accomplished in each year and provide feedback to the working groups about their respective plans.

**Goal/Objective 4: Develop a sustainability plan for the operation of the HSLE beyond 2015 that includes additional funding sources and/or strategies to raise funds.**

**Strategy for Goal 4:**

We will have a draft of our plan by December 2013.

We will have a plan to begin implementation by July 2015.

**Tactics for Goal 4:**

- 4.1 We will meet biweekly starting May 1, 2013, to begin discussion about our sustainability plan.



## **CFWG #1:**

**Student Organizations Support**

**Student Challenges**

**Project Management Resources**

**Internships/Work-Based Opportunities**

**Goal/Objective 1: To support student organizations and their major activities, such as conferences, internships, and professional networking experiences that provide professional and peer networks. Establish connections between high school, college, and professional organizations with similar career interests.**

### **Strategies for Goal 1:**

Create an inventory of student organizations at the high school and college level, and an inventory for professional organizations to post on our website and later in ISLE in coordination with their release date.

#### **Tactic for Strategy 1**

- 1.1 We will create a mailing that will collect the information from the various partners across the state.
- 1.2 We will reach out to national student organizations to gather their membership information from within Illinois.

Provide opportunities for all student organizations and professional organizations to promote their conferences and professional networking meetings through our website and later in ISLE.

#### **Tactic for Strategy 2**

- 2.1 In coordination with the mailing in strategy 1.1 we will also collect information on conferences to promote them via the website as well.

Create a listing of health career internships and community projects available to students.

#### **Tactic for Strategy 3**

- 3.1 Through our membership, we will create a mailing that will solicit information on health science career internships and community projects to put onto our website and into ISLE.

Facilitate discussions between internship providers and schools to learn what new internship possibilities might exist and to explore offering internships where there is a need/interest.

#### **Tactic for Strategy 4**

- 5.1 We will hold a regular meeting (once annually) to facilitate a discussion between our internship providers and our member schools about best practices.

Create a mentor database for students.

#### **Tactic for Strategy 5**

- 5.1 We will approach the R&D group after its pilot of its mentor database to partner with them and include the health science mentors to the database, which will then become a part of ISLE.
- 5.2 In coordination with our Goal 4 and the efforts of CFWG #5/#2, we will explore the creation of YouTube videos that address the exploration of careers in the Health Sciences.
- 5.3 We will seek to provide Adobe Connect software to mentors to use with our RTTT SD's and other SD partners that will facilitate the ease of appearing before students regardless of geographical location to promote their exploration of health science careers.

**Goal/Objective 2: Through student challenge experiences, we hope to enrich the students career exploration experience that provides them with a practical application of their classroom studies.**

#### **Strategies for Goal 2:**

Create a statewide inventory of current challenges of the current membership.

#### **Tactics for strategy 1**

- 1.1 Continue to gather information among our members about their current challenge opportunities to post on our website and later in the ISLE platform.
- 1.2 We will explore opportunities for high school students to participate in college level challenges as a part of those teams and existing projects and model these after the UIC School of Dentistry practice.

Enhance an existing regional and statewide student challenge.

## **Tactics for strategy 2**

### **2.1 Student Challenge Opportunity**

We have established a partnership with the Illinois Junior Academy of Science that already has a structure of a student challenge with regional and statewide competition.

We will attempt to pilot with a yet-to-be-determined number of interested high schools in Aurora, Rockford, and CPS, where mentors from the health science private industry, college and university faculty will be paired with science teachers in the respective RTTT and other partner school districts to co-mentor the students and/or student groups on their projects which will be judged at IJAS.

After a successful pilot, we will expand this model at a sustainable rate across the state, with a projected start date of the summer of 2013.

We will share and assist other LE's interested in replicating this model for their respective STEM area.

### **2.2 Sustainable Funding Opportunity**

We will seek corporate sponsorship where appropriate to enhance these partnerships. Such sponsorships would help cover the cost associated with running the regional and statewide competitions, access to laboratory equipment and lab space to enhance the research experienced by the student, etc.

### **2.3 Faculty Mentorship**

HS faculty will also receive indirect mentorship from their co-directors of these student projects.

We will assist IJAS in promoting its current coursework that is coordinated with Northwestern University, to assist high school faculty in incorporating research experiences into their curricula.

HSLE membership will assist IJAS with providing judges for its regional and statewide competition.

## **Goal/Objective 3: Increase student access, variety, and knowledge of project management tools and other software used in the health science professions.**

### **Strategies for Goal 3:**

Emphasize the use of these tools through the mentors and high school faculty involved with the student challenges.

### **Tactic for Strategy 1**

- 1.1 Incorporate into the agreement with the mentors the use of relevant project management tools.

Promote the use and understanding of various software and online tools that are widely used in the Health Science professions.

#### **Tactics for Strategy 2**

- 2.1 Survey the membership about the various tools that are used in orientation as well as everyday use in the health science professions.
- 2.2 Create orientation webinars with partners from the HSLE on the use of these tools, i.e., encourage the UIC College of Nursing to tape a webinar on the use of SPSS. Other tools could include, but are not limited to, Netmeeting and online interview services, and research tools.
- 2.3 Partner with the ITLE to determine where the IT industry overlaps with the training of health science technology and to see if any industry certifications could be incorporated into the curriculum at various educational levels to improve students' work-ready skills in the field.

**Goal/Objective 4: Increase student knowledge and interest in various health science careers by encouraging them to incorporate internships and work-based opportunities through their educational pathway.**

#### **Strategies for Goal 4**

Create a campaign to promote student to engage in this activity as a part of their educational pathways.

#### **Tactics for Strategy 1**

- 1.1 Develop a publication highlighting these opportunities and leading students to our website and/or ISLE to investigate further.
- 1.2 Provide the publication to all RTTT high school and other interested schools.

Create an inventory of internships and work-based opportunities to display on our website and later ISLE.

#### **Tactics for Strategy 2**

- 2.1 Gather all opportunities from the HSLE membership that exist and display on the HSLE website and/or incorporate into ISLE.
- 2.2 Review for gaps in opportunities and seek additional opportunities relevant to those gaps.
- 2.3 Review the data on STEM labs collected by the Illinois Nursing Association. Identify next steps to use this information to share with respective high schools and possibly adapt the INA process to collect more information on the STEM labs, therefore expanding the breadth of career exploration this information might provide. (This effort would be a combined effort with Group #5/#2.)

## **CFWG #2**

### **Professional Development**

### **Personalized Education Plans**

### **Transition to Post-Secondary Academic and Training Programs**

**Goal/Objective 1: Provide awareness about and enhance the professional development offerings for teachers and administrators.**

#### **Strategy for Goal 1**

We will work to improve and provide exposure to opportunities for professional development for teachers and administrators integrated and aligned across middle school, high school, community college, and other postsecondary instruction, including externships, support for web-based networks, and integrated professional development for academic, dual-credit credentialing and CTE Instructors by those represented in the HSLE membership.

#### **Tactics for Strategy 1**

- 1.1 We will address high school teacher professional development through their co-supervision with industry or post-secondary educators of high school students involved in the academic challenges that partner with the Health Science Learning Exchange. Possible challenge partners are HOSA, IL Junior Academy of Science and various challenges conducted among our members respective institutions.
- 1.2 We will explore obstacles at the RTTT SD's and other state partner SD's as it related to the delivery of their respective health science curriculum. Obstacles that we have currently identified are high school teacher credentials to teach dual-credit courses and lack of qualified candidates to teach high school health science curriculum. We will work with the state education departments to explore options in relation to state credential requirements for these teachers; we will explore community college on-line course offerings that might be used to facilitate courses where they either lack a teacher or an appropriately credential teacher for either college credit or as a high school level course without college credit.
- 1.3 Establish new relationships based on best practice looking at policies and issues to see if something can be done to alleviate issues with CTE, perhaps a certificate program in lieu of an entire master's program.

**Goal /Objective 2: Provide awareness and guidance about various tools that assist students with personalized education plans and transitions to post-secondary academic and training programs.**

**Strategy for Goal 2**

Provide and further develop/enhance existing tools and resources that assist students and schools with implementing personalized education plans and transitions to post-secondary academic and training programs, and develop tools to meet the needs of our partner school districts.

**Tactics for Strategy 1**

- 1.1. Schools have recently been required to have some type of educational planning tool in place for their students. In support of this initiative, we will explore various personal education plan resources, such as Career Cruising, and provide on-line/webinar workshops regarding best practices across the state.
- 1.2. We will gather information about the various types of programs and literature used by HSLE members that assist students in the transition to college, vocational training, and the workforce. We will provide, via our website and/or ISLE, best practices will develop transition programs where needed. We believe there may be a need to develop programs that facilitate transition to the workforce, and we would collaborate with our workforce development partners to create such a model.
- 1.3. We will engage the HSLE workforce board members to create a one-stop location for workforce resources or add to ILSE resources that will assist individuals currently in the workforce who seek training.

### **CFWG #3:**

Assessment

Curriculum/E-Learning Curriculum

Certifications

Classroom and Lab Space

Equipment and Related Resources

**Goal/Objective 1: Provide overall assessment for the HSLE by working with ISBE and IPI to show a measured improvement in the health science workforce gaps in the state of IL as identified in the RTTT grant.**

#### **Strategies for Goal 1**

Provide to the Steering Committee and our partners the performance results of aggregate student data and assessment established by IPIC that show our benchmark progress toward continuous improvement as it related to the state identified measures.

##### **Tactics for Strategy 1**

- 1.1 CFWG #5/2 Chair will discuss with ISBE and/or ICCB current data resources available for the HSLE via their databases that could be used for our analysis.
- 1.2 In coordinating with the Steering Committee, the CFWG #5/#2 will compile data for use in the annual report to ISBE.
- 1.3 Identify additional data to use in measuring the effectiveness of the HSLE on the developing Health Science careers workforce for the state of Illinois.
- 1.4 Partner with the PRC, ISBE, IPIC, ICCB, and other state educational organizations to provide on a yearly basis to School Districts the findings of health science careers in a webinar format to assist them with their own regional analysis and future curriculum development based on current data.

**Goal/Objective 2: We seek to provide guidance on the assessment and certification of various levels of education in the health science educational pathways.**

#### **Strategy for Goal 2:**

Provide guidance through the IPI website and/or ISLE the best assessment tools and necessary certification for the various health science career pathways.

##### **Tactics for Strategy 1**

- 1.1. Analyze assessment tools for the various career pathways on the IPI website.
- 1.2. Add additional certifications and assessment tools as we identify them.
- 1.3. Add additional assessment and certification tools for new career pathways developed and added to the health science curriculum as a result of our Goal/Objective 3 below.

- 1.4. We will provide webinars of best practices for assessment for continuous improvement within high school programs geared at the Health Sciences. Webinars will be placed on our website for viewing at any time.

**Goal/Objective 3: We will enhance the curriculum for health science careers throughout the state.**

**Strategy for Goal 3**

We will assist school districts with the curriculum for various health science careers that supplements and improves upon the work of the Illinois Pathways Initiative.

**Tactics for Strategy 1**

- 1.1 Analyze the current health science curriculum on the Illinois Pathways Initiative (IPI) website.
- 1.2 Identify best practice curriculum through the state or beyond our borders (Nashville, Florida).
- 1.3 Identify courses where we could develop or access “out of the box” lesson plans for specific courses.
- 1.4 Incrementally provide “out of the box” current lesson plans/curriculum for partner school districts and other interested schools/districts throughout the state of Illinois.
- 1.5 Hire a curriculum developer to work with content experts from contributing schools to improve current course content and lesson plans.
- 1.6 Develop a model similar to the Manufacturing career spreadsheet for Health Science careers.
- 1.7 Promote the availability of these resources via mailings, emails, and webinars (real-time and permanent historical ones).
- 1.8 Include these resources in the roll out of Illinois Shared Learning Environment in Fall 2013.

**Goal/Objective 4: We seek to improve interest in the health science careers by providing access or improved access to classrooms, equipment, and related resources.**

**Strategies for Goal 4:**

Access from the participating high schools their specific needs for these resources.  
Match the available member resources where they can serve the respective schools/districts.  
Seek additional partners or resources from the members and its partners to provide access where there is currently a gap.

**Tactics for Strategy 1**

- 1.1. Create a survey for the school districts to determine what needs they have for these various resources (i.e. classroom space to used equipment).
- 1.2. Assess the INA inventory and resource collection process to use as a starting point for classroom resources potentially available and as a mechanism for updating this resource listing to share out to SD’s across the state.



- 1.3. Supply HSLE membership with results to find matches among members to supply resources.
- 1.4. Look for gaps between resources needs and matches and seek new members or additional resources to assist the school district.
- 1.5. Consider the creation of a “clearinghouse” functionality for these resources.

## Appendix B: Anticipated Timeline for HSLE Core Function Deliverables

Health Science Learning Exchange Anticipated Core Function Project Start Dates										
Timeline	SPR 13	SUM 13	FAL 13	WIN 14	SPR 14	SUM 14	FAL 14	WIN 15	SPR 15	SUM 15
<b>CFWG #3/#1</b> <b>Student Organizations Support, Student Challenges, Project Management Resources, Internships/Work Based Opportunities</b>										
<b>Goal/Objective 1:</b> To support student experiences that provide professional and peer networks. Establish connections between high school, college and professional organizations with similar career interests.										
<b>Strategy 1 for Goal 1:</b> We will create a mailing that will collect the information from the various partners across the state. We will reach out to national student organizations to gather their membership information from within Illinois.										
<b>Tactics for Goal 1:</b>										
1.1 We will create a mailing that will collect the information from the various partners across the state.					X					
1.2 We will reach out to national student organizations to gather their membership information from within Illinois.					X					
<b>Strategy 2 for Goal 1:</b> We will create a mailing that will collect the information from the various partners across the state. We will reach out to national student organizations to gather their membership information from within Illinois.										
<b>Tactic for Strategy 2:</b>										
2.1 In coordination with the mailing in strategy 1.1 we will also collect information on conferences to promote that via the web as well.					X					

<b>Strategy 3 for Goal 1: Create a listing of health career internships and community projects available to students.</b>										
<b>Tactic for Strategy 3:</b>										
3.1 Through our membership we will create a mailing that will solicit information on health science career internships and community projects to put onto our website and into ISLE.					X					
<b>Strategy 4 for Goal 1: Facilitate discussions between internship providers and schools to learn what new internship possibilities might exist and to explore offering internships where there is a need/interest.</b>										
<b>Tactic for Strategy 4</b>										
4.1 We will hold a regular meeting (once annually) that will facilitate a discussion between our internship providers and our membership schools to facilitate a discussion about best practices.							X			
<b>Strategy 5 for Goal 1: Create a mentor database for students.</b>										
<b>Tactics for Strategy 5:</b>										
5.1 We will approach the R&D group after their pilot of their mentor database to partner with them and include the health science mentors to that database which will become a part of ISLE.	X									
5.2 In coordination with our Goal 4 and the efforts of CFWG #5/#2we will explore the creation of YouTube videos that address the exploration of careers in the Health Sciences.						X				
5.3 We will also see to provide support for the use of Adobe Connect in providing this tool to mentors to use with our RTTT SD's and other SD partners that will facilitate the ease of appearing before classrooms regardless of geographical location to promote exploration of their respective careers.						X				
<b>Goal/Objective 2: Through student challenge experiences we hope to enrich the students career exploration experience that provides them with a practical application about their classroom studies.</b>										
<b>Strategy 1 for Goal 2: Create a statewide inventory of current challenges of the current membership.</b>										

<b>Tactics for Strategy 1</b>										
1.1 Continue to gather information among our members about their current challenge opportunities to post on our website and later in the ISLE platform.	X									
1.2 We will explore opportunities for high school students to participate in college level challenges as a part of those teams and existing projects and model these after the UIC School of Dentistry practice.							X			
<b>Strategy 2 for Goal 2: Enhance an existing regional and statewide student challenge.</b>										
<b>Tactics for Strategy 2</b>										
2.1 We have established a partnership with the Illinois Junior Academy of Science that already has a structure of a student challenge with regional and statewide competition. Please see working document for further details.	X	X	X	X						
<b>Goal/Objective 3: Increase student access, variety and knowledge of project management tools and other software used in the health science professions.</b>										
<b>Strategy 1 for Goal 3: Emphasize the use of these tools through the mentors and high school faculty involved with the student challenges.</b>										
<b>Tactic for Strategy 1</b>										
1.1 Incorporate into the agreement with the mentors the use of relevant project management tools.					X	X				
<b>Strategy 2 for Goal 3: Promote the use and understanding of various software and online tools that are widely used in the Health Science professions.</b>										
<b>Tactics for Strategy 2</b>										
2.1 Survey the membership about the various tools that are used in orientation as well as everyday use in the health science professions.					X	X				
2.2 Create orientation webinars with partners from the HSLE on the use of these tools. i.e. Engage the UIC College of Nursing to tape a webinar on the use of SPSS. Other tools could include but not limited to Netmeeting and online interview services, research tools.					X	X				

2.3 Partner with the ITLE to determine where the IT industry overlaps with the training of health science technology and if any industry certifications could be incorporated into the curriculum at various educational levels to improve students work ready skills in the field.			X							
<b>Goal/Objective 4:</b> Increase student knowledge and interest in various health science careers by encouraging them to incorporate internships and work-based opportunities through their educational pathway.										
<b>Strategy 1 for Goal 4</b> Create a campaign to promoting student engagement in this activity as a part of their educational pathway.										
<b>Tactics for Strategy 1</b>										
1.1 Develop a publication highlighting these opportunities and leading students to our website and/or ISLE to investigate further. Provide this to all RTTT high schools and other interested IL schools.			X	X						
<b>Strategy 2: Develop a publication highlighting these opportunities and leading students to our website and/or ISLE to investigate further.</b>										
<b>Tactic for Strategy 2</b>										
2.1 Gather all opportunities from the HSLE Membership that exist and display on the HSLE website and/or incorporate into ISLE.			X	X						
2.2 Review for gaps in opportunities and seek additional opportunities relevant to those gaps.				X	X					
2.3 Review the data on SIM labs collected by the Illinois Nursing Association and identify next steps for using this information to provide to respective high schools as well as the possibility to adapt the INA process to collect more information on the STEM labs therefore expanding the breadth of career exploration this information might provide. (This effort would be a combined effort with Group #5/#2)						X	X			
<b>CFWG #4</b>										
<b>Professional Development, Personalized Education Plans, Transition to Post-Secondary Academic Training Programs</b>										
<b>Goal/Objective 1: Provide awareness about and enhance the professional development offerings for teachers and administrators.</b>										

<b>Strategy for Goal 1: We will work to improve upon and give exposure to opportunities for professional development for teachers and administrators integrated and aligned across middle school, high school, community college and other postsecondary instruction, including externships, support for web-based instruction, including externships, support for web-based networks and integrated professional development for academic, dual-credit credentialing and CTE Instructors by those represented in the HSLE membership.</b>										
<b>Tactics for Strategy</b>										
1.1 We will address high school teacher professional development through their co-supervision with industry or post-secondary partners are HOSA, IL Jr Academy of Science and various challenges conducted among our members respective institutions.	X	X								
1.2 Explore credentialing for dual-credit (Incremental)	X	X								
1.3 Explore best practice resulting in possible certificate program in lieu of entire master's degree									X	X
<b>Goal /Objective 2: Provide awareness and guidance about various tools that assist students with personalized education plans and transitions to post-secondary academic and training programs.</b>										
<b>Strategy for Goal 2:Provide and further develop/enhance existing tools and resources that assist student and schools with implementing personalized education plans and transitions to post-secondary academic and training.</b>										
<b>Tactics for Strategy</b>										
2.1 Identify educational planning tools and offer webinar on best practice from across the state.			X	X	X	X				
2.2 Collect transition resources for website/ISLE			X	X	X	X				
2.3 Create clearinghouse for workforce resources			X	X	X	X				
<b>CFWG #5/#2</b>										
<b>Assessment, Curriculum/E-Learning Curriculum, Curriculum Certifications, Classroom and Lab Space, Equipment and Related Resources</b>										
<b>Goal/Objective 1: Provide overall assessment for the HSLE by working with ISBE and IPI to show a measured improvement in the health science workforce gaps in the state of IL as identified in the RTTT grant.</b>										
<b>Strategy for Goal 1:Provide to the Steering Committee and our partners the performance results of aggregate student data and assessment established by IPIC that show our benchmark progress toward continuous improvement as it related to the state identified measures.</b>										
<b>Tactics for Strategy</b>										

1.1 CFWG #5 Chair will discuss with ISBE and/or ICCB current data resources available for the HSLE via their databases that could be used for our analysis.	X	X	X	X	X	X	X	X	X	X
1.2 SC & CWFG#5 will compile data for annual report	X	X	X	X	X	X	X	X	X	X
1.3 Identify additional data to use in measuring the effectiveness of the HSLE on the developing Health Science careers workforce for the state of IL.	X	X	X	X	X	X	X	X	X	X
1.4 Partner with PRC, ISBE, IPIC, ICCB to provide annual findings on health science careers to school districts	X	X	X	X	X	X	X	X	X	X
<b>Goal/Objective 2: We seek to provide guidance on the assessment and certification of various levels of education in the health science educational pathways.</b>										
<b>Strategy for Goal 2: Provide guidance through the IPI website and/or ISLE the best assessment tools and necessary certification for the various health science career pathways.</b>										
<b>Tactics for Strategy</b>										
2.1 Analyze assessment tools for the various career pathways on the IPI website.			X	X	X	X				
2.2 Add additional certifications and assessment tools as we identify them.			X	X	X	X				
2.3 Add additional assessment and certification tools for new career pathways developed and added to the health science curriculum as a result of our Goal/Objective 3 below.							X	X	X	X
2.4 We will provide webinars of best practices for assessment. Webinars will be place on our website for viewing.							X	X	X	X
<b>Goal/Objective 3: We will enhance the curriculum for health science careers throughout the state.</b>										
<b>Strategy for Goal 3: We will assist school districts with the curriculum for various the work of the Illinois Pathways Initiative.</b>										
<b>Tactics for Strategy</b>										
3.1 Analyze the current health science curriculum on the Illinois Pathways Initiative (IPI) website.			X	X	X	X				

3.2 Identify best practice curriculum through the state or beyond our borders (Nashville, Florida).							X	X	X	X
3.3 Identify courses where we could develop or access “out of the box” lesson plans for specific courses.	X	X								
3.4 Incrementally provide “out of the box” current lesson plans/curriculum for partner school districts and other interested schools/districts throughout the state of IL.	X	X	X	X	X	X	X	X	X	X
3.5 Hire a curriculum developer to work with content experts from contributing schools to improve current course content and lesson plans.							X	X	X	X
3.6 Develop a model similar to the Manufacturing career spreadsheet for Health Science careers.	X	X								
3.7 Promote the availability of resources via mailings, emails and webinars (real-time and permanent historical ones).	X	X	X	X	X	X	X	X	X	X
3.8 Include these resources in the roll out of IL Shared Learning Environment in Fall 2013.			X	X	X	X				
<b>Goal/Objective 4: We seek to improve interest in the health science careers by providing access or improved access to classrooms, equipment and related resources.</b>										
<b>Strategy for Goal 4: Access high schools their specific needs for these resources. Match member resources to serve respective schools/districts. Seek additional partners/resources from member’s partners to provide access where there is currently a gap.</b>										
<b>Tactics for Strategy</b>										
4.1 Create a survey school districts to determine needs they have for resources (i.e. classroom space to used equipment).							X	X	X	X
4.2 Assess INA inventory and resource collection process, use as starting point for classroom resources potentially available and a mechanism for updating this resource listing to share out to School Districts			X	X	X	X				
4.3 Supply HSLE membership results to find matches among members to supply resources.			X	X	X	X				



4.4 Look for gaps between resources needs and matches, seek new members/additional resources to assist the SD.			X	X	X	X				
4.5 Consider the creation of a “clearinghouse” functionality for these resources.							X	X	X	X

